REPORT RESUMES

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MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON

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COMPENSATORY EDUCATION ACTIVITIES IN MISSISSIPPI ARE EVALUATED IN THIS REPORT. IT IS FELT THAT DESPITE SUCH OPERATIONAL PROBLEMS AS A SHORTAGE OF INSTRUCTIONAL, SUPERVISORY, AND CLERICAL STAFF, TITLE I PROJECTS HAD CONSIDERABLE IMPACT ON THEIR PARTICIPANTS. IT IS REPORTED THAT THE LEVEL OF ATTAINMENT FOR ALL PUPILS INCREASED AT LEAST TWO MONTHS ABOVE WHAT NORMALLY WOULD BE EXPECTED FOR THE PARTICULAR TIME PERIOD. SCHOOL ATTENDANCE RATES AND SCHOOL HOLDING POWER WERE ALSO IMPROVED. (NO DATA IS GIVEN IN CONNECTION WITH THESE FINDINGS.) THE PROJECTS ATTEMPTED TO SATISFY THE MOST PREVALENT NEEDS OF TITLE I PUPILS FOR READING MATERIALS AND EQUIPMENT, PUPIL-TEACHER RATIO REDUCTIONS, VOCATIONAL TRAINING, HEALTH SERVICES AND GUIDANCE SERVICES. IN ADDITION TITLE I PROJECTS PROVIDED TEACHER AIDES, SPEECH THERAPISTS AND OTHER SPECIAL EDUCATION TEACHERS, INSERVICE TRAINING, CURRICULUM ENRICHMENT, AND FOOD AND LIBRARY SERVICES. SUMMER SCHOOL AND READING PROGRAMS WERE REPORTED AS HAVING THE GREATEST IMPACT ON TITLE I PUPILS. THE REPORT DESCRIBES INNOVATIVE PROGRAMS IN SOME DETAIL AND PRESENTS TABULAR DATA ON THE PROJECTS' ACTIVITIES. INCLUDED AMONG THE DATA IS A SECTION SPECIFICALLY PERTAINING TO GUIDANCE SERVICES. ANALYSIS OF THESE DATA REVEALED THAT, DESPITE THE HIRING OF 42 ADDITIONAL COUNSELORS, COUNSELING SERVICES WERE STILL INADEQUATE. (LB)

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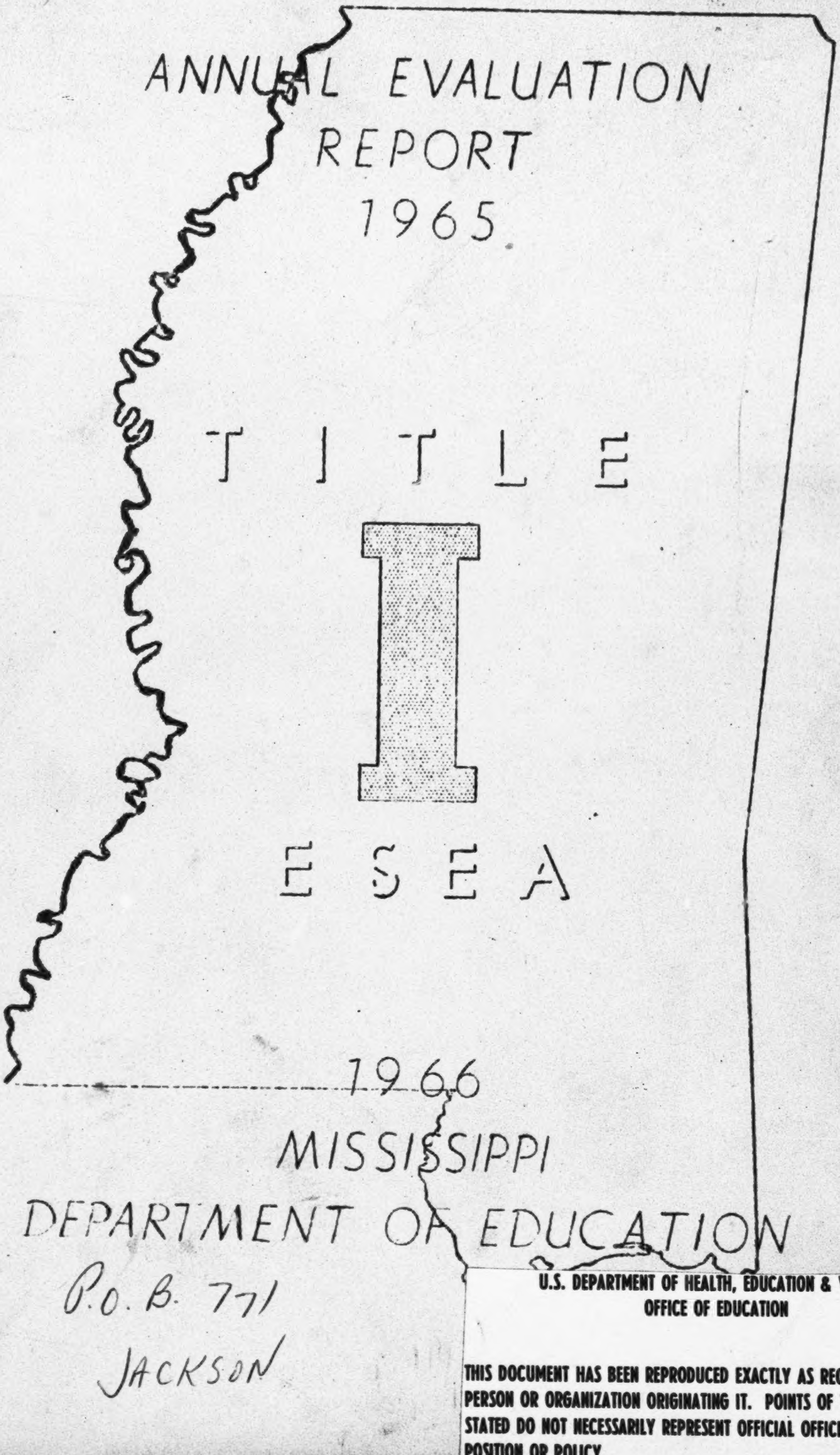

ANNUAL EVALUATION REPORT 1965

TITLE I ESEA

1966

MISSISSIPPI
DEPARTMENT OF EDUCATION

P.O.B. 771
JACKSON

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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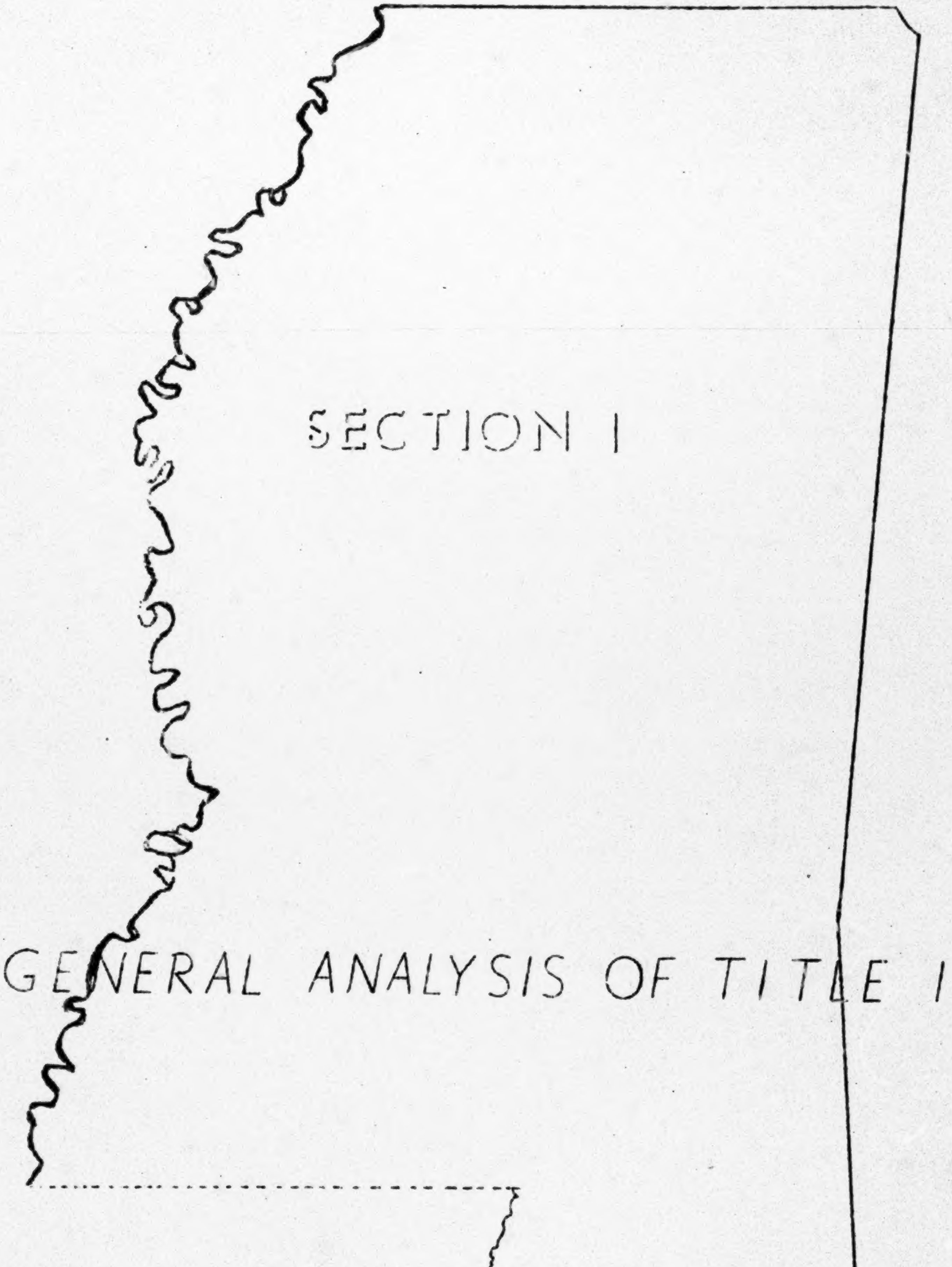


SECTION I

GENERAL ANALYSIS OF TITLE I

The difficulties confronted in attempting to assess the effectiveness of Title I are, indeed, legion. To be sure, this program has had more impact on education than any other single piece of legislation ever hammered into law.

This program has made available to pupils educational opportunities which would not have been available aside from Title I. New, attractive books have replaced old outdated books. Individual materials have been provided where none existed before. These items have brightened many classrooms and have brought about an increased interest in school and quickened the desire of pupils to investigate and learn. Additional teachers have lowered pupil-teacher ratios and allowed for more individual attention to be given deprived children. For the first time in this state teacher's aides were employed to relieve teachers of non-professional duties thus allowing more time to be devoted to individual pupils. The advent of numerous reading specialists, speech therapists, and special education teachers have enhanced the educational opportunities of students having particular problems. Guidance and counseling services are providing for the individual needs of students as the counselor and pupil work together toward the resolution of problems. Generally speaking, target area schools were in need of programs on a secondary level which would enhance the potential of pupils as they complete the public school program and move into society. This program aided immensely in this area by providing vocational and business education programs which would enable pupils to effect a smooth transition from the public school program to the world of work. This program has allowed and provided pupils a "chance to learn" by bringing about a better school environment and extending services heretofore unheard of in the schools of this state. Materials, equipment, improved facilities, food service, health services, and other specialized services have brought about an atmosphere more conducive to learning. Perhaps, of equal importance has been the capture of a new vision by teachers and this vision, this enthusiastic spirit, has been caught by pupils and translated into improved attitudes and a deepened interest in education.

The experiences of children participating in Title I have been many and varied. Without exception programs have been centered around an educational activity or activities with other component parts supplementing the total effort to raise the general level of attainment of pupils. Many children participated in summer educational programs for the first time. These programs provided recreational, educational, health, food, and cultural activities geared to help the child acquaint himself more fully with his environment. The interesting aspect of the summer program was that it was well attended and proved to be one of the more successful phases of the Title I endeavor. For the first time many children were able to find success and to enjoy school experiences. This proved to be a more relaxed experience and learning came more easily. The indication from many districts in evaluations is that children were viewing themselves more positively. This may well arise from the fact that environmental changes had been brought about that pointed in positive directions.

A general analysis of the impact of Title I on achievement reflects the following:

- The general level of attainment for all grades was elevated approximately two (2) months more than that which would normally be expected for such a time lapse. (Educational age)
- Grades 4-6 reflected a greater increase in attainment than did any of the other grade levels. (Approximately 3 months increase in educational age)
- Project duration varied from project to project. The average duration of projects was between three and four months. (Time during which students would have received direct benefit from project activities.)
- Summer projects appeared to have greater impact on level of attainment. Reasons may be the informality of the learning situation, the reduced class load, and the genuine interest of the pupil in the activities taking place. Summer school was something new and attendance was voluntary and this apparently had some impact on degree of participation.
- Reading programs apparently had the greatest impact on achievement, though other projects were just as successful in reaching established goals.
- The impact of Title I was of considerable magnitude. This fact is reflected through increases in level of attainment, increased attendance, and increased holding power of the schools.

An improvement in attitudes toward education has been apparent on the part of pupils, parents and educators. In many instances schools classified as target area schools and serving deprived children had little to offer other than a meeting place. Title I has enabled schools to provide attractive classrooms, new materials and equipment. These have provided a basis for renewed interest in education and a more favorable and positive attitude toward society. Title I has provided a stimulant to education for the poor and the program has shown that someone cares about the kinds of educational advantages being offered this segment of population.

In planning for project activities, districts attempted to promote and implement activities which would provide immediate relief to the needs of pupils. As a result of the wide divergence of needs of pupils projects carried a wide range of activities. Some of the more prevalent activities funded are as follows:

Reading Programs
    Developmental
    Remedial
In-Service Training
Use of Non-Professional Staff (Teachers Aides)
Health Services
Vocational Education
Business Education
Food Services
Pupil-Teacher Ratio Reduction
Guidance Services
Remedial Education
Library Services

Space Acquisition
    Portable Units
    Permanent Construction
Curriculum Enrichment
Materials Centers
    Equipment
    Materials (expendable, re-usable)

Generally school districts established target area schools through use of one or more of the following: (In order of prevalence)

1. School Survey
2. Census Information
3. AFDC
4. Health Statistics

The school survey was almost universally used to establish target area schools with the use of census information receiving second billing.

School districts indicated that the needs of children in target area schools fell into six (6) areas. The need areas expressed by districts are as follows: (In order of prevalence)

1. Reading Skills
    Developmental
    Remedial
2. Materials, Equipment
3. Pupil-Teacher Ratio Reduction
4. Vocational Training

5. Poor Health
    - Visual Correction
    - Dental Correction
6. Guidance Services

Within the scope of these areas fell a number of different kinds of project activities. The method of implementation of project activities varied from district to district even though the basic objectives of like activities were essentially the same.

Most of the projects approved during the past year were effective to a degree though not to the desired extent. There were many factors which affected the progress and effectiveness of projects. The nature of some projects was such that progress would have to be measured on a "long-term" basis rather than on a "short-term" basis. For each school level listed below are five project activities judged to have been most effective on that level.

1. Early Years - (Pre-school through Grade 3)
    a. Food services
    b. Health services
    c. Pre-school & Kindergarten programs
    d. Developmental reading (remedial)
    e. Additional classroom teachers to reduce class size
2. Middle Years - (Grade 4 through Grade 6)
    a. Food services
    b. Health services
    c. Programs for handicapped children
    d. Teacher aides and other sub-professional aides
    e. Remedial work in subject areas

3. Teen Years - (Grade 7 through Grade 12)
    a. Guidance, testing & counseling
    b. Remedial work in subject areas
    c. Curriculum expansion
    d. Cultural enrichment programs
    e. Vocational educational programs

There were many problems confronted in attempting to implement a program of the magnitude of Title I. These were to be expected with a new program and were probably compounded because of the time element involved. Some of the problems encountered by LEA's in implementing Title I programs are as follows:

1. Lack of Instructional (Supervisory) Personnel

   Unable to obtain competent people to serve in this capacity. A real program need.

2. Lack of classroom teachers

   There was a critical shortage in this area.

3. Lack of sufficient clerical assistance

   In some instances applicants were not available. It was difficult to conceive the full impact of Title I and this resulted in problems with respect to planning to meet staff needs.

4. Acquisition, distribution of supplies, materials and equipment

   Publishers, suppliers and vendors generally ran far behind schedule in making deliveries. This proved to be a real problem in project implementation. LEA's in many instances had not made adequate provisions for processing materials, inventory of equipment and distribution to target centers.

5. Failure to coordinate total effort and involve staff

   In many instances staff of target area schools were not adequately informed or fully involved in Title I program planning and implementation. Many attempted to carry on the program separate and apart from the regular school program. Generally the coordination of the program left much to be desired.

6. Adjustment to new method of accounting

   Obligation accounting proved to be an entirely different method of transacting business and adjustment to such moved slowly. There were reservations relative to this manner of operation but the end result indicated a favorable reaction to this method of accounting.

Most of the projects in effect during fiscal year 1966 would not be declared innovative by educational personnel in other parts of the country. In fact the majority of the projects did not purport to contain innovative components. A number of projects did contain provisions for activities that constituted innovative practices in Mississippi. Local educational agencies, for the most part, found their needs to be basic and project activities were focused on skill development and provision of various aids to facilitate the learning process. Listed below are a few of the projects containing activities which were both innovative and exemplary.

State Project # 105. One district conducted an exemplary project which was entitled "Improving Health and Welfare of the Educationally and Economically Deprived Child". This project provided physical examinations and follow-up medical services to pupils. Welfare services were coordinated with the health aspect. The nurse and welfare worker coordinated their work with available community resources. The following statement would appear to sum up the effectiveness of the project:

> "Our school-community relationship has been definitely improved as a result of this project and many deprived and disadvantaged pupils have benefited not only from a physical point of view but also from a mental and psychological point of view as observed by teachers, parents and administrators."

Evaluation reports from this district indicate that a number of children were treated by the nurse for "rat-bite". This gives some indication as to the degree of economic deprivation of the families these children represent.

State Project # 7. This was a highly exemplary project which included health services, food services and a program of physical fitness. A school nurse (RN) and aides were employed to assist in implementing this program. All the pupils in the target area schools were screened for visual and auditory defects. About 7% of those given visual examinations were referred for further services. 97% of the referrals were given corrective assistance. Evaluation of this project indicates that it had appreciable impact on the pupils participating. Teachers reported improvement in classroom performance. It was found that some of the children tested for visual defects could not even read the blackboard from the front row of desks in the classroom. The day before the visual screening began, one teacher had punished a student because of inattentiveness and it was later found that the student has 20/200 vision. One child was heard to say after being fitted with glasses, "I can see things I never saw before".

State Project # 20. This project contained two major activities, teaching English as a second language and cultural enrichment. Some 10-20 years ago a number of Spanish speaking families migrated into this school district and have remained to this day. Generally these people work as day laborers on plantations and have little economic security and little education. Spanish is spoken in the homes but generally speaking none can read or write.

Apparently the key to the success of the objective of teaching Spanish speaking children to speak, read, and write English was the teacher. Since she spoke Spanish, she gained the confidence of the students and her intensive teaching was responsible for much progress.

Coordinated with the teaching of English was a program of cultural enrichment. Several field trips were taken to provide new experiences for these deprived children. The following paragraph written by the teacher points out some of the activities:

> "The children of Mexican-American parents and those from economically underpriviledged homes have had the opportunity to visit the two largest cities in this area, Memphis, Tennessee and Jackson, Mississippi. They have visited an art gallery, our State Capitol, the State Legislature in session, a city airport, the zoo and three museums. They have traveled on public transportation, eaten in a variety of restaurants, and spent one night in a hotel. For many of the children participating in this program these experiences were new. While many of the results are intangible there were some immediate results. Some showed new confidence in themselves and all have shown a broader interest in their State, nation and world in social studies classes."

State Project # 21. This project provided shoes and clothing to needy children. School surveys reflected a high degree of absenteeism among pupils from economically deprived families. Further study of the problem indicated that reasons for high absenteeism included inadequate clothing and shoes. Notable progress was made in this area with the increased average daily attendance qualifying the district for three additional teachers from minimum program funds.

It was anticipated that regularity of attendance would reduce substantially the number of failures. This was realized to some extent, but not to a substantial degree because the educational lag over a period of many years can not be overcome in such a brief period of time.

State Project # 128. This particular project was directed toward remedial reading and speech therapy. The exemplary phase of this project is the speech therapy phase. A speech therapist was employed to conduct the speech therapy activities in the target area school. The thing that makes this program different is the fact that a mobile speech therapy unit was secured to aid in implementing this program. This unit contained all the necessary equipment to conduct an effective program, including a sound-proof room. Space was included to provide for small group activities. The unit is self-propelled, air conditioned and can be easily moved from one location to another. This is the first such unit to be placed in operation in the state. Connections have been installed at the various target area schools allowing for mobility and flexibility of scheduling.

State Project # 161. Some 93 of 128 participating districts conducted in-service training programs for staff. The general feeling is that these activities were certainly worthwhile and contributed substantially to the overall effectiveness of Title I activities.

State Project number 161 was probably one of the better in-service programs conducted in this state during the past year. The major emphasis concerned reading with stress on phonetics and linguistics. Other important aspects of the program included health, evaluation and testing students, use of audio-visual equipment, and related teaching aids.

SECTION II

STATISTICAL DATA

STATISTICAL ANALYSIS BY SMSA CLASSIFICATION

Standard Metropolitan Statistical Area Classification	Number of LEA's for which Title I Programs have been Approved	Funds Actually Expended	Unduplicated Count of Children				Average Cost per pupil Col. 3 by Col. 4
			Total Col. 5 6 and 7	Public	Non-Public	Not Enrolled	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	1	721,722	16,494	16,240	254		44
B							
C	2	341,874	3,470	3,241	229		99
D	44	6,867,427	87,475	82,427	2,059	2,989	79
E	81	12,951,292	150,648	145,575	1,063	4,010	86
Total	128	20,882,315	258,087	247,483	3,605	6,999	81

STATISTICS RELATIVE TO TITLE I PROGRAM

FISCAL YEAR 1966

Number of districts participating	128
Largest number of schools participating in one district	17
Smallest number of schools participating in one district	1
Total number of schools participating	462
Exceptional Schools	1
Elementary only (through 8)	220
Secondary only	47
Combined Elementary and Jr. High	10
Combined Elementary and Secondary	184
Total number of approved projects	305
Average number per district	2.38
Total Funds Committed to Districts	21,561,222.00
Average per district	168,447.00
Average per school	46,669.00
Average per project	70,693.00
Average per pupil	83.54
Largest project funded	722,715.60
Smallest project funded	1,727.09
Unduplicated count of pupils participating	258,087
Largest number participating in one district	16,494
Smallest number participating in one district	75

The following breakdown indicates by district the number range of pupils participating.

Less than 100	1
101 - 200	1
201 - 300	3
301 - 400	3
401 - 500	4
501 - 1000	29
1001 - 1500	20
1501 - 2000	17
2001 - 2500	17
2501 - 5000	25
5001 - 10000	7
10001 +	1
Total districts participating	128

The following breakdown indicates by number of participating districts the range of allocation of Title I funds.

Less than 20,000.00	3
20,000.01 - 50,000.00	7
50,000.01 - 100,000.00	27
100,000.01 - 150,000.00	27
150,000.01 - 250,000.00	37
250,000.01 - 350,000.00	19
350,000.01 - 450,000.00	4
450,000.01 - 550,000.00	3
550,000.01 +	1
Total districts participating	128

The following budget information represents expenditures by local Educational Agencies for Fiscal Year 1966. This budget analysis represents expenditure of Title I, ESEA funds only.

EXPENDITURE FOR OPERATION

Account Number	EXPENDITURE ACCOUNTS	SALARIES (1)	OTHER EXPENSES (2)	TOTAL (3)
100	Administration	584,162	146,574	730,736
200	Instruction	2,474,553	6,409,059	8,883,612
300	Attendance Service	18,405	2,417	20,822
400	Health Services	42,022	100.281	142,303
500	Pupil Transportation Service	26,461	74,807	101,268
600	Operation of Plant	83,919	131,385	215,304
700	Maintenance of Plant	24,946	165,666	190,612
800	Fixed Charges		216,136	216,136
900	Food Service	25,183	219,373	244,556
1000	Student Body Activities	648	25,992	26,640
1100	Community Services	5,250	14,273	19,523
1220	Minor Remodeling		140,453	140,453
1230	Initial or Additional Equipment		6,235,532	6,235,532
	(Sum of Accounts 100-1230)	3,285,549	13,881,948	17,167,497

EXPENDITURE FOR CONSTRUCTION

	EXPENDITURE ACCOUNTS	
1210 AB	SITES - Professional Services and improvements to Sites	299,966
1220A	BUILDINGS - Professional Services (Architectural,Engineering)	87,002
1220B	NEW BUILDINGS AND BUILDING ADDITIONS	928,785
1220C	Remodeling of Building (Alteration, Conversion, Improvement)	199,423
1230	EQUIPTMENT (Initial of additional furniture and equipment)	2,200,024
	TOTAL --- Sum of Accounts 1210 - 1230	3,715,200
	EXPENDITURES FOR PERIOD ENDING AUGUST 31, 1966 - GRAND TOTAL	20,882,697

SECTION III

TABULAR DATA

Included in this section of the evaluation report are numerous tables most of which make comparisons between Title I Schools, State Norms and Other Schools. Other tables reflect the impact of Title I, ESEA on certain school programs.

Examples of the impact of Title I, ESEA may be found in the following tables:

Table 3 - This table reflects data relative to In-Service Training activities in the districts participating in Title I.

Table 4 - This table reflects new staff employed as a result of Title I. Reduction of pupil-teacher ratio by employing additional teachers has provided a much more effective learning situation. Other specialists, counselors, supervisors, aides, and nurses have made substantial contributions to the effectiveness of programs.

Table 6 - Many districts were experiencing a critical shortage of space which included classrooms and other more specialized facilities. This table indicates Title I participation in this area.

Table 9 - This list is provided for informational purposes to give some idea relative to the procurement of certain items of equipment through Title I. Mobile units appear in Table 10.

Table 10 - This table reflects numbers of items and cost of library books, textbooks, filmstrips, films and mobile units procured through Title I.

No attempt is being made to draw an analysis of the tables comparing "Target Area Schools" with other schools. Extensive information is being presented to show relationships in the following areas:

Enrollment and average daily attendance
Dropouts and non-promotions, instructional personnel
Dropouts by areas of academic difficulty, lack of interest
Pupil-teacher ratio, food service personnel

The charts presented on pages 52-56 indicate a rather serious problem involving the holding power of the schools of the State.

Table 1

This table reflects the percentage of Students in Title I High Schools continuing education beyond High School compared to State Norm and Other Schools.

	63 - 64			64 - 65			65 - 66		
	State Norm	Title I	Other	State Norm	Title I	Other	State Norm	Title I	Other
Graduates	24,043	9,499	14,544	27,476	10,516	16,960			
Total Graduates Continuing to College	12,818	4,007	8,811	15,561	4,785	10,776			
Percentage of Graduates Continuing to College	53.3	42.1	60.5	56.6	45.5	63.5			
Mean Size of Graduating Class	53.9	43.3	64.0	62.5	48.6	76.0			
Number of Schools Having 0 - 10% Continuing Graduates	9	6	3	2	2	0			
11 - 20%	31	25	6	27	19	8			
21 - 30%	72	47	25	67	46	21			
31 - 40%	71	45	26	73	49	24			
41 - 50%	84	48	36	78	43	35			
51 - 60%	64	22	42	68	27	41			
61 - 99%	115	26	89	124	30	94			
Number of Schools	446	219	227	439	216	223			

Table 2

This table reflects by primary and secondary objectives the progress made through projects in reaching those objectives. The data on this table represents compilations of information submitted by participating districts. You will note that a vast majority of the projects achieved some progress or substantial progress in reaching desired objectives.

The following compilations reflect the progress of projects. Many of the projects contained several activities. This represents 100% of the projects in effect during FY 66.

School Level	PRIMARY OBJECTIVE			SECONDARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School	10	12	7	9	14	9
Grades 1-3	84	140	31	81	135	33
Grades 4-6	95	142	27	87	140	31
Grades 7-9	89	133	31	81	139	33
Grades 10-12	76	110	36	72	112	34

Pages 20-23 which follow constitute a continuation of this table by giving data relative to certain project activities. The activities considered are those which apparently made substantial contributions to the effectiveness of Title I, ESEA programs.

Reading Programs: General

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School			
Grades 1- 3	28	72	15
Grades 4- 6	21	71	12
Grades 7- 9	20	75	11
Grades 10-12			
Total Projects Containing This Activity	28	75	15

* Note - Not all projects contained reading programs for all grade levels.

In-Service Training

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School			
Grades 1- 3	115	35	
Grades 4- 6	120	34	
Grades 7- 9	120	35	
Grades 10-12	75	30	1
Total Projects Containing This Activity	122	38	1

* Note - Not all projects contained In-Service Training for all grade levels.

Non-Professional Staff (Teacher Aides)

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School	5	4	
Grades 1- 3	35	23	
Grades 4- 6	33	20	
Grades 7- 9	15	10	
Grades 10-12			
Total Projects Containing This Activity	35	24	

* Note - Not all projects contained provisions for Non-Professional Staff for all grade levels.

Health Services

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School			
Grades 1- 3	42	15	2
Grades 4- 6	41	12	4
Grades 7- 9	35	10	4
Grades 10-12	20	10	4
Total Projects Containing This Activity	44	15	5

* Note - Not all projects contained provisions for Health Services for all grade levels.

Vocational Projects

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School			
Grades 1- 3			
Grades 4- 6			
Grades 7- 9	5	8	4
Grades 10-12	15	12	6
Total Projects Containing This Activity	15	12	6

* Note - Not all projects contained provisions for vocational projects for all grade levels.

Food Services

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School	9	2	
Grades 1- 3	30	5	
Grades 4- 6	30	5	
Grades 7- 9	27	3	
Grades 10-12	25	5	
Total Projects Containing This Activity	30	5	

* Note - Not all projects contained provisions for Food Services for all grade levels.

Pupil-Teacher Ratio Reduction

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School			
Grades 1- 3	19	7	4
Grades 4- 6	18	6	5
Grades 7- 9	15	4	4
Grades 10-12			
Total Projects Containing This Activity	19	7	5

* Note - Not all projects contained provisions for Pupil-Teacher Ratio Reduction for all grade levels.

Guidance Services

School Level	PRIMARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School			
Grades 1- 3	20	80	75
Grades 4- 6	20	85	80
Grades 7- 9	28	80	76
Grades 10-12	30	85	75
Total Projects Containing This Activity	40	87	85

* Note - Not all projects contained provisions for Guidance Services for all grade levels.

IN-SERVICE TRAINING OF STAFF

Table 3

School or Agency __________

Address __________

35 No In-Service Program Provided

93 Districts made provisions for In-Service Training.

Instructions: Unless otherwise indicated answer with a check mark the appropriate item or items in each column. If no In-Service Training was provided in any project simply mark No X as appropriate.

Project Title Project Number	Nature of In-Service Training					Participation			Conduction					Evaluation as to In-Service Contribution			Cost of In-Service Program	
	Use of Equipment	Improvement Teaching Techniques	Use of Materials	Improvement Teaching Methods	Other (Identify)	Number of Teachers	Number of Hours	Number of Other Staff	By Local Staff	University, College Personnel	Consultant of Commercial Concern	Local Area	College Campus	Substantial	Some	Little or None	Total Amount	None
Number of projects Containing provisions for the following	136	133	141	134	16	7844	332,479 14,001	531	90	74	78	100	24	122	38	1	$408,207.00	61
							Total Hours In-Service Training Teachers Other Staff							161 projects out of a total of	305 projects made provisions for In-Service Training		Total Cost In-Service Training	Number of projects having In-Service Training at no cost to project

Table 4

NEW PERSONNEL TITLE I

School or Agency

Address

Reflect on this table only new personnel employed as a result of Title I. One exception would be the transfer of a staff member to Title I from another assignment provided a replacement was employed by the local agency to fill the vacated spot. Ordinarily summer personnel would not be considered new personnel, unless the local agency employed staff to fill new positions in the Title I program.

	Elementary	Secondary	More Than Half-Time	Half-Time or Less	Total
Teaching Assignment	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Pre-School	12	XXXXXXXXXXXXXXXXX	12		12
Remedial Reading Language Arts	158	24	166	16	182
Speech Correctionist	9	1	8	2	10
Mentally Retarded	12		12		12
General Classroom Teachers	176	121	284	13	297
Non-Teaching Assignment	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXX
Teacher Aides	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	555	37	592
Librarians	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	29	2	31
Supervision (Coordinator)	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	37	12	49
Administration	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	90	12	102
Counseling	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	32	3	35
Social Work	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	5	0	5
Attendance	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	7	0	7
Nurse	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	16	0	16
Custodial	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	62	11	73
Lunch Room Worker	XXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXX	22	12	34
Other			78	19	97
Total	359	146	1415	139	1554

Table 5

PERSONNEL INVOLVED IN TITLE I PROGRAM

School or Agency ______________________

Address ______________________

Reflect on this table all personnel involved in the Title I program. These totals would include regular staff of participating schools, both teaching and non-teaching, plus all personnel who have been added since the advent of Title I as a supporting element of the project(s). In the event there are non-paid volunteers participating please enumerate these and reflect the total in the "Other" category.

	Elementary	Secondary	More Than Half-Time	Half-Time or Less	Total
Teaching Assignment	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX
Pre-School	110	XXXXXXXXXXXXXX	50	60	110
Remedial Reading Language Arts	262	37	293	6	299
Speech Correctionist	13	1	13	1	14
Mentally Retarded	30	0	29	1	30
General Classroom Teachers	5407	3110	6297	2220	8517
Non-Teaching Assignment	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX
Teacher Aides	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	565	57	622
Librarians	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	145	59	204
Supervision	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	149	136	285
(Coordinator) Administration	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	218	278	496
Counseling	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	69	50	119
Social Work	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	5	0	5
Attendance	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	8	14	22
Nurse	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	16	0	16
Custodial	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	226	150	376
Lunch Room Worker	XXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXX	290	91	381
Other			195	130	325
Total	5822	3148	8558	3253	11821

Table 6

Indicate in this table the type housing utilized to alleviate space problems and the area in which the space was used. A state-wide study will give some indication as to the total number of classrooms and other space need areas being supplied directly by Title I. In this table reflect only that which has been provided through Title I.

Examples:

1. In the event a double portable unit is being used with one section utilized as a classroom and the other section utilized as a materials center, reflect this on the table by marking one (1) under portable unit by classroom and one (1) under portable unit by materials center.
2. In the case of permanent construction of a shop facility having two (2) classrooms mark appropriately according to use. If one room is used for Industrial Arts mark under permanent construction a one (1) by this area. If the second room is for vocational shop mark a one (1) accordingly.

	Permanent Construction	Portable, Mobile Units	Lease or Rent
Classrooms (Instructional)	35	402	0
Office Space	10	13	11
Materials Center	2	41	9
Lunchroom (Dining Area)	0	1	0
Library	1	20	0
Business Education	0	5	0
Industrial Arts	3	12	0
Vocational (Shop)	6	0	0
Other (Specify use)	3	24	0
Total	60	518	20

TABLE 7

Schedule	On Public School Grounds Only		On Non-Public Schools Grounds Only		On both Public & Non-Public School Grounds		On Other than Public or Non Public School Grounds	
	Proj.	*Children	Proj.	*Children	Proj.	*Children	Proj.	*Childre
Regular School Day	28	615	25	1503			7	55
Before School Day								
After School	6	32						
Weekend								
Summer	4	35						
Reg. Sch. Day & Before School								
Reg. Sch. Day & After School								
Reg. Sch. Day & Weekend								
Reg. Sch. Day & Summer								
Before & After School	3	24						
After School & Weekend								
After Sch., Weekend & Summer								
After School & Summer								
Reg. Sch. Day, Before Sch. and After School								
Reg. Sch. Day, Before Sch. After Sch. Weekend, & Summer								
Other (Specify)								
TOTAL	37	706	25	1503			7	55

* This figure is not expected to represent an unduplicated count of children.

Unduplicated count of private school children participating 1706

How many projects employed each of the following evaluation designs?

Number of Projects	Evaluation Design
2	Two group experimental design using the project group and a conveniently available non-project group as the control.
61	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
85	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.
47	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
108	One group design using test data on the project group, but no comparison data.
52	Other (specify) Staff Evaluation

TABLE 8

The following table reflects by grade level the type of measuring devices utilized to assess the increase in level of attainment during the project period. The number deployed in the appropriate categories represent the number of projects utilizing that particular device. There were 305 projects approved and implemented during fiscal year 1966.

Projects in:
Skill Development Subjects

	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12
Measures 1. Standardized Tests & Inventories					
a. Achievement	10	169	166	139	107
b. Intelligence		37	48	49	26
c. Aptitude			3	7	20
d. Interest					15
e. Attitude					5
f. Others (Specify)					
2. Other Measures					
a. Locally Devised Tests					
b. Teacher Made Tests		275	260	150	125
c. Others (Specify)					
3. Other Measures					
a. Teacher Rating	10	240	240	220	180
b. Anecdotal Records	10	70	70	65	55
c. Observer Reports	10	177	177	150	135
d. Others (Specify)		48	48	40	35

Table 9

LIST OF EQUIPMENT PURCHASED THROUGH TITLE I, ESEA DURING FISCAL YEAR 1966

TYPE OF EQUIPMENT	QUANTITY
Air Conditioners	16
Antenna, T. V. FM	7
Antenna, T. V. Tower and Rotar	2
Aquariums	2
Audiometers	37
Balance, top loading	2
Basketball backstop,outdoor	88
Bed, clinic	1
Bed, roll-a-way	1
Bedroom suite	1
Bellset, chromatic	2
Benches, shop	60
Boards, bulletin	5
Boards, flannel	401
Boothes, reading	559
Box and seat, counter	2
Box and saw, miter	10
Cabinet, bedside	1
Cabinet, card catalog	23
Cabinet, filing	1153
Cabinet, filmstrip	419
Cabinet, storage	862
Cabinet, tool	18
Cabinet, tote tray	2
Calculators	99
Cameras, movie 16 MM	11
Cart, oxygen	1
Cases, book	7
Chairs	7541
Chalkboards, portable	5
Clocks, timing	5
Clothes dryers	6
Compressor, air	1
Couch, living room	2
Desks	1591
Desks, charging	7
Desks, circulation	5
Desks, counselor's	1
Desks, executive	7
Desks, secretarial	12
Desks, student	5549
Desks, teacher	414

TYPE OF EQUIPMENT	QUANTITY
Drill, electric	27
Drill, press	7
Easels	34
Elements, key punch	77
Engine, automobile model	1
Eraser cleaner	3
Fans, electric portable	87
File, card	3
Filmstrip previewer	1242
Fire extinguisher	26
Furnace, smoldering	1
Grinders, edge tool	9
Grinders, electric bench	62
Gym mats	78
Gym, portable barbell	1
Gym rack with basket	11
Gym standards (set of two)	4
Gym weights (set)	27
Heaters, electric	3
Hot plates	10
Hot water heaters	1
Incinerators	4
Incubators	1
Jointers, 6 inch	12
Kilns	2
Labs, language arts	8
Ladders, shop	7
Lathe, engine	1
Lathe, metal	1
Lathe, wood turning	3
Lift, transfer	5
Listening system, dual	11
Lockers, physical education	58
Lockers, student	572
Machine, adding (electric)	125
Machine, copy	103
Machine, dictating	83
Machine, duplicating	230
Machine, floor	49
Machine, posting	4
Machine, rowing	6
Machine, sewing	55
Machine, speed reading	5

TYPE OF EQUIPMENT	QUANTITY
Machine, teaching	7
Mircrometer	4 sets
Microphone	1
Microscopes	287
Panel, test - electric	2
Paper cutter	5
Perceptscopes	2
Pianos	30
Planer, wood electric	6
Planetarium	31
Playground equipment	
Climbing gyms	96
Horizontal bars	30
Merry-go-rounds	109
Playground slides	60
See-saws	9
Swing and see-saw comb.	79
Swing sets	42
Swing slide combination	3
Potters wheel	5
Press, Arbor	1
Projectors, filmstrip	2275
Projectors, micro	122
Projectors, 16 MM	366
Projector, opaque	202
Projector, overhead	1879
Public address system	9
Racks, book display	7
Racks, library display	27
Racks, magazine	48
Racks, newspaper	9
Racks, pamphlet display	5
Radios, AM FM	125
Ranges, electric	8
Record players	2016
Recorder, tape	733
Refrigerators	5
Risers, chorus	6
Sander, belt and disc comb.	3
Sander, disc	9
Sander, vibrator	2
Saws, band - 16 inch	13
Saws, circular	9
Saws, metal cutting band	2
Saws, radial	2
Saw, saber	32
Scales, school	38
Screens, projection	2935
Shaper	3
Splicer, film	4
Stands, checkout	1
Stands, conductor's	2
Stands, dictionary	21

TYPE OF EQUIPMENT	QUANTITY
Stands, duplicator	4
Stands, music	360
Stands, projection	819
Stands, telephone	1
Stands, television	65
Station, teacher control	118
Sterilizers	2
Stools, adjustable	24
Stools, angle steel	6
Stools, piano	12
Stools, sewing machine	36
Stools, step	3
Stools, teacher	4
Tables, bookkeeping	70
Tables and chair comb.	35
Tables, coffee	2
Table, conference or study	1047
Table, dining	3
Table, drawing	24
Table, end	4
Table, folding	27
Table, force	2
Table, instructor drawing	9
Table, Library	84
Table, paper cutter	8
Table, portable demonstration	24
Table, primary	110
Table, reading	63
Table, science	12
Table, space saver drawing	9
Table, tennis	18
Table, typing	178
Table, vincomatice	4
Tape storage units	168
Telebinocular	3
Telescopes	2
Tester, vision	7
Transparency makers	306
Transparency viewer	7
Trays, tote	72
Truck, book and carts	198
Truck, chair	33
Truck, table	48
Truck, hand	4
T. V. set	142
Typewriters, electric	521
Typewriters, manual	203
Typing elements	105
Vacuum, wet and dry pick up	21
Vehicle, delivery	9
Vise, utility bench	25
Washer, dish	4
Washer dryer comb.	7
Washing machines	6
Water coolers	2
Welder, electric 250 amp. a.c.	1
Welding and cutting apparatus	1

Table 10

In attempting to study the impact of Title I, ESEA on certain areas, five items were selected because of a close relationship existing between those items and the instructional program. While the mere purchase of materials and equipment gives us assurance that instructional programs will be strengthened, it does, however, make such come closer to being reality.

ITEM	NUMBER PURCHASED	COST
Library Books	347,313	1,145,271.00
Textbooks	158,880	310,475.00
Film Strips	104,727	541,908.00
16 MM Films	4,214	391,991.00
Mobile Units	365	2,800,552.00

Table 11 .

This table reflects a comparison of Enrollment, ADA between State Norm, Title I Schools, and Other Schools for a three year period.

63-64

	State Norm			Title I Schools			Other Schools		
	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA
1	70,577	57,092	80.9	36,409	30,518	83.8	34,168	26,574	77.7
2	62,026	53,317	85.9	31,124	27,667	88.8	30,902	25,650	83.0
3	59,681	51,926	87.0	30,399	27,180	89.4	29,282	24,746	84.5
4	58,013	50,765	87.5	29,272	26,294	89.8	28,741	24,471	85.1
5	55,758	48,916	87.7	28,281	25,630	90.6	27,477	23,286	84.7
6	52,694	46,682	83.6	26,223	24,712	94.2	26,471	21,970	83.0
7	52,832	46,383	37.7	25,938	23,179	89.3	26,894	23,204	86.2
8	47,210	41,728	88.3	23,149	21,042	90.8	24,061	20,686	85.9
9	44,524	39,318	88.3	20,811	18,665	89.6	23,713	20,653	87.0
10	40,211	35,796	89.0	17,715	15,929	89.9	22,496	19,867	88.3
11	33,586	30,288	90.1	14,122	13,124	92.9	19,464	17,164	88.1
12	25,865	23,798	92.0	10,870	10,412	95.7	14,995	13,386	89.2
Special Education	1,296	1,133	87.4	464	379	81.6	830	754	90.8
Total	604,273	527,142	87.2	294,777	264,731	89.8	309,494	262,411	84.7

Table 12

This table reflects a comparison of Enrollment, ADA between State Norm, Title I Schools, and Other Schools for a three year period.

64-65

	State Norm			Title I Schools			Other Schools		
	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA
1	67,216	55,127	82.0	34,438	27,275	79.2	32,778	27,852	84.9
2	61,409	53,025	86.3	30,513	25,639	84.0	30,896	27,386	88.6
3	59,565	52,047	87.3	29,842	25,429	85.2	29,723	26,618	89.5
4	57,033	50,158	87.9	28,556	24,513	85.8	28,477	25,645	90.0
5	55,758	49,148	88.1	27,730	23,863	86.0	28,028	25,285	90.2
6	53,284	47,117	88.4	26,759	23,076	86.2	26,525	24,041	90.6
7	53,352	46,833	87.7	25,943	22,480	86.6	27,409	24,353	88.8
8	48,073	42.646	88.7	23,263	20.135	86.5	24,810	22,511	90.7
9	44,252	39,002	88.1	21,063	18,034	85.6	23,189	20,968	90.4
10	39,917	35.466	88.7	18,075	15,642	86.5	21,842	19,824	90.7
11	35,122	31.490	89.6	15,273	13,284	86.9	19,849	18,206	91.7
12	29,676	27,369	92.2	12,103	10,943	90.4	17,573	16,426	93.4
Special Education	1,590	1,455	91.5	625	557	89.1	965	898	93.0
Total	606,247	530,883	87.5	294,183	250,870	85.2	312,064	280,013	89.7

Table 13

This table reflects a comparison of Enrollment, ADA between State Norm, Title I Schools, and Other Schools.

65 - 66

	State Norm			Title I Schools			Other Schools		
	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA
1	67,258	56,106	83.4	34,219	27,901	81.5	33,039	28,205	85.3
2	59,695	51,936	87.0	30,009	25,799	85.9	29,686	26,137	88.0
3	59,095	51,944	87.8	29,700	25,738	86.6	29,395	26,206	89.1
4	57,158	50,567	88.4	28,691	25,061	87.3	28,467	25,506	89.5
5	55,582	49,291	88.6	28,065	24,498	87.2	27,517	24,793	90.1
6	53,659	47,876	89.2	26,773	23,516	87.8	26,886	24,360	90.6
7	53,907	47,662	88.4	26,492	22,994	86.7	27,415	24,668	89.9
8	48,909	43,710	89.3	23,797	20,894	87.8	25,112	22,816	90.8
9	45,238	40,225	88.9	21,854	19,133	87.5	23,384	21,092	90.1
10	39,794	35,394	88.9	18,979	16,609	87.5	20,815	18,785	90.2
11	34,650	31,240	90.1	16,202	14,396	88.8	18,448	16,844	91.3
12	30,875	28,376	91.9	13,604	12,389	91.0	17,271	15,987	92.5
Special Education	2,064	1,875	90.8	935	830	88.7	1,129	1,045	92.5
Total	607,884	536,202	88.2	299,320	259,758	86.7	308,564	276,444	89.5

Table 14

This Table Shows the Relationship between Enrollment and ADA for each Grade Expressed as a Percentage for a Three Year Period.

	63 - 64			64 - 65			65 - 66		
	State Norm	Title I	Other	State Norm	Title I	Other	State Norm	Title I	Other
1	80.9	83.8	77.7	82.0	79.2	84.9	83.4	81.5	85.3
2	85.9	88.8	83.0	86.3	84.0	88.6	87.0	85.9	88.0
3	87.0	89.4	84.5	87.3	85.2	89.5	87.8	86.6	89.1
4	87.5	89.8	85.1	87.9	85.8	90.0	88.4	87.3	89.5
5	87.7	90.6	84.7	88.1	86.0	92.0	88.6	87.2	90.1
6	88.6	94.2	83.0	88.4	86.2	90.6	89.2	87.8	90.6
7	87.8	89.3	86.2	87.7	86.6	88.8	88.4	86.7	89.9
8	88.3	90.8	85.9	88.7	86.5	90.7	89.3	87.8	90.8
9	88.3	89.6	87.0	88.1	85.6	90.4	88.9	87.5	90.1
10	89.0	89.9	88.3	88.7	86.5	90.7	88.9	87.5	90.2
11	90.1	92.9	88.1	89.6	86.9	91.7	90.1	88.8	91.3
12	92.0	95.7	89.2	92.2	90.4	93.4	91.9	91.0	92.5
Special education	87.4	81.6	90.8	91.5	89.1	93.0	90.8	88.7	92.5
Average	87.2	89.8	84.7	87.5	85.2	89.7	88.2	86.7	89.5

Table 15

This table reflects by grade the relationship between dropouts and enrollment expressed as a percentage for the State Norm, Title I, and Other Schools.

63-64

DROPOUTS

	State Norm			Title I Schools			Other Schools		
	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment
1	70,577	3,126	4.42	36,409	1,893	5.19	34,168	1,233	3.60
2	62,026	1,211	1.95	31,124	741	2.38	30,902	470	1.52
3	59,681	1,161	1.95	30,399	715	2.35	29,282	446	1.52
4	58,013	1,084	1.87	29,272	686	2.34	28,741	398	1.38
5	55,758	1,289	2.31	28,281	820	2.89	27,477	469	1.70
6	52,694	1,400	2.66	26,223	891	3.39	26,471	509	1.92
7	52,832	2,274	4.30	25,938	1,289	4.96	26,894	985	3.66
8	47,210	2,389	5.06	23,149	1,381	5.96	24,061	1,008	4.18
9	44,524	2,770	6.22	20,811	1,458	7.13	23,713	1,312	5.53
10	40,211	2,658	6.61	17,715	1,324	7.47	22,496	1,334	5.92
11	33,586	1,990	5.93	14,122	969	6.86	19,464	1,021	5.24
12	25,865	1,116	4.31	10,870	563	5.17	14,995	553	3.68
Sp. Ed.	1,296	109	8.42	464	30	6.46	830	79	9.51
Total	604,273	22,577	3.74	294,777	12,760	4.31	309,494	9,817	3.17

Table 16

This table reflects by grade the relationship between dropouts and enrollment expressed as a percentage for the State Norm, Title I, and Other Schools.

64-65

DROPOUTS

	State Norms			Title I Schools			Other Schools		
	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment
1	67,216	2,800	4.16	34,438	1,920	5.57	32,778	890	2.68
2	61,409	1,355	2.20	30,513	898	2.94	30,896	457	1.47
3	59,565	1,115	1.87	29,842	736	2.46	29,723	379	1.27
4	57,033	1,160	2.03	28,556	766	2.68	28,477	394	1.38
5	55,758	1,241	2.22	27,730	825	2.97	28,028	416	1.48
6	53,284	1,474	2.76	26,759	942	3.52	26,525	532	2.00
7	53,352	2,392	4.48	25,943	1,415	5.45	27,409	977	3.56
8	48,073	2,262	4.70	23,263	1,359	5.84	24,810	903	3.63
9	44,252	2,851	6.44	21,063	1,526	7.24	23,189	1,325	5.71
10	39,917	2,693	6.74	18,075	1,372	7.59	21,842	1,321	6.04
11	35,122	2,193	6.24	15,273	1,142	7.47	19,849	1,051	5.29
12	29,676	1,206	4.06	12,103	605	4.99	17,573	601	3.42
Sp. Ed.	1,590	124	7.79	625	61	9.76	965	63	6.52
Total	606,247	22,866	3.77	294,183	13,567	4.61	312,064	9,299	2.97

Table 17 .

This table reflects by grade the relationship between dropouts and enrollment expressed as a percentage for the State Norm, Title I, and Other Schools.

65-66

DROPOUTS

	State Norm			Title I Schools			Other Schools		
	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment
1	67,258	2,648	3.93	34,219	1,791	5.23	33,039	857	2.59
2	59,695	1,238	2.07	30,009	832	2.77	29,686	406	1.36
3	59,095	1,094	1.85	29,700	773	2.60	29,395	321	1.09
4	57,158	1,087	1.90	28,691	727	2.53	28,467	360	1.26
5	55,582	1,145	2.06	28,065	828	2.95	27,517	317	1.15
6	53,659	1,304	2.43	26,773	879	3.29	26,886	425	1.58
7	53,907	2,303	4.27	26,492	1,431	5.40	27,415	872	3.18
8	48,909	2,188	4.47	23,797	1,367	5.74	25,112	821	3.26
9	45,238	2,682	5.92	21,854	1,612	7.37	23,384	1,070	4.57
10	39,794	2,620	6.58	18,979	1,403	7.39	20,815	1,217	5.84
11	34,650	2,097	6.05	16,202	1,149	7.09	18,448	948	5.13
12	30,875	1,305	4.22	13,604	674	4.95	17,271	631	3.65
Sp. Ed.	2,064	190	9.20	935	103	11.01	1,129	87	7.70
Total	607,384	21,901	3.60	299,320	13,569	4.53	308,564	8,332	2.70

Table 18

The following table reflects by grade the total end of year enrollment and total non-promotions (stated numerically and as a percentage) for the State Norm, Title I Schools, Other Schools.

63-64

NON-PROMOTIONS

	State Norm			Title I Schools			Other Schools		
	Total Enrollment End of Year	Non-Promotions		Total Enrollment End of Year	Non-Promotions		Total Enrollment End of Year	Non-Promotions	
		Numerical	Percentage		Numerical	Percentage		Numerical	Percentage
1	64,683	11,420	17.6	33,375	7,099	21.2	31,308	4,321	13.8
2	59,057	6,585	11.1	29,934	4,049	13.5	29,123	2,536	8.7
3	56,842	5,426	9.5	29,188	3,598	12.3	27,654	1,828	6.6
4	55,514	4,505	8.1	28,155	2,884	10.2	27,359	1,621	5.8
5	53,157	3,862	7.2	27,054	2,604	9.6	26,103	1,258	4.8
6	50,312	3,280	6.5	25,036	2,093	8.3	25,276	1,187	4.6
7	49,573	6,010	12.1	24,169	3,365	13.9	25,404	2,645	10.4
8	44,060	4,183	9.4	21,489	2,519	11.7	22,571	1,664	7.3
9	41,136	4,224	10.2	19,272	2,299	11.9	21,864	1,925	8.8
10	37,075	3,587	9.6	16,161	1,596	9.8	20,914	1,991	9.5
11	31,206	2,069	6.6	12,987	987	7.5	18,219	1,082	5.9
12	24,610	830	3.3	10,274	440	4.2	14,336	390	2.7
Sp. Ed.	1,248	450	36.0	463	176	38.0	785	274	34.9
Total	568,473	56,431	9.9	277,557	33,709	12.1	290,916	22,722	7.8

Table 19

The following table reflects by grade the total end of year enrollment and total non-promotions (stated numerically and as a percentage) for the State Norm, Title I Schools, Other Schools.

64-65

NON-PROMOTIONS

	State Norms			Title I Schools			Other Schools		
	Total Enrollment End of Year	Non-Promotions		Total Enrollment End of Year	Non-Promotions		Total Enrollment End of Year	Non-Promotions	
		Numerical	Percentage		Numerical	Percentage		Numerical	Percentage
1	61,865	10,812	17.4	31,525	6,453	20.4	30,340	4,359	14.3
2	58,311	6,548	11.2	29,077	3,917	13.4	29,234	2,631	8.9
3	56,750	5,540	9.7	28,478	3,484	12.2	28,272	2,056	7.2
4	54,529	4,161	7.5	27,348	2,533	9.2	27,181	1,628	5.9
5	53,217	3,931	7.3	26,451	2,475	9.3	26,766	1,456	5.4
6	49,741	3,434	6.8	25,450	2,103	8.2	24,291	1,301	5.3
7	49,962	6,046	12.1	24,090	3,379	14.0	25,872	2,667	10.3
8	46,030	4,363	9.4	21,684	2,545	11.7	24,346	1,818	7.4
9	40,841	4,583	11.2	19,356	2,489	12.8	21,485	2,094	9.7
10	36,772	3,927	10.6	16,608	1,924	11.5	20,164	2,003	9.9
11	32,592	2,371	7.2	14,024	1,158	8.2	18,568	1,213	6.5
12	28,294	1,024	3.6	11,480	458	3.9	16,814	566	3.3
Sp. Ed.	1,584	566	35.7	611	249	40.7	973	317	32.5
Total	570,488	57,276	10.0	276,182	33,167	12.0	294,306	24,109	8.1

Table 20

The following table reflects by grade the total end of year enrollment and total non-promotions (stated numerically and as a percentage) for the State Norm, Title I Schools, Other Schools.

65-66

NON-PROMOTIONS

	State Norm			Title I Schools			Other Schools		
	Total Enrollment End of Year	Non-Promotions		Total Enrollment End of Year	Non-Promotions		Total Enrollment End of Year	Non-Promotions	
		Numerical	Percentage		Numerical	Percentage		Numerical	Percentage
1	61,721	10,287	16.7	31,278	6,301	20.1	30,443	3,986	13.0
2	56,458	6,222	11.1	28,483	3,811	13.3	27,975	2,411	8.6
3	56,197	5,152	9.2	28,360	3,183	11.2	27,837	1,969	7.0
4	54,430	4,083	7.5	27,363	2,607	9.5	27,067	1,476	5.4
5	52,921	3,867	7.4	26,683	2,442	9.1	26,238	1,434	5.4
6	51,027	3,211	6.3	25,409	1,979	7.0	25,618	1,232	4.8
7	50,527	6,317	12.5	24,683	3,395	13.7	25,844	2,922	11.3
8	45,919	4,340	9.5	22,148	2,348	10.6	23,771	1,992	8.3
9	41,914	4,521	10.8	20,092	2,595	12.9	21,822	1,926	8.8
10	36,557	3,991	10.9	17,259	1,879	10.8	19,298	2,112	10.9
11	32,200	2,466	7.7	14,852	1,247	8.3	17,348	1,219	7.0
12	29,303	1,343	4.6	12,786	579	4.5	16,517	764	4.6
Sp. Ed.	2,139	799	37.3	1,041	302	29.0	1,098	497	45.2
Total	571,313	56,608	9.9	280,437	32,668	11.6	290,876	23,940	8.2

Table 21

This table shows a comparison of non-promotions versus dropouts stated as a percentage of total enrollment by grade between State Norm, Title I, and Other Schools.

63-64

	State Norm		Title I Schools		Other Schools	
	Non-Promotions	Dropouts	Non-Promotions	Dropouts	Non-Promotions	Dropouts
1	17.6	4.42	21.2	5.19	13.8	3.60
2	11.1	1.95	13.5	2.38	8.7	1.52
3	9.5	1.95	12.3	2.35	6.6	1.52
4	8.1	1.87	10.2	2.34	5.8	1.38
5	7.2	2.31	9.6	2.89	4.8	1.70
6	6.5	2.66	8.3	3.39	4.6	1.92
7	12.1	4.30	13.9	4.96	10.4	3.66
8	9.4	5.06	11.7	5.96	7.3	4.18
9	10.2	6.22	11.9	7.13	8.8	5.53
10	9.6	6.61	9.8	7.47	9.5	5.92
11	6.6	5.93	7.5	6.86	5.9	5.24
12	3.3	4.31	4.2	5.17	2.7	3.68
Special Education	36.0	8.70	38.0	6.46	34.9	9.51
Total	9.9	3.74	12.1	4.31	7.8	3.17

Table 22

This table shows a comparison of non-promotions versus dropouts stated as a percentage of total enrollment by grade between State Norm, Title I, and Other Schools.

64-65

	State Norm		Title I Schools		Other Schools	
	Non-Promotions	Dropouts	Non-Promotions	Dropouts	Non-Promotions	Dropouts
1	17.4	4.17	20.4	5.57	14.3	2.68
2	11.2	2.20	13.4	2.94	8.9	1.47
3	9.7	1.87	12.2	2.46	7.2	1.27
4	7.5	2.03	9.2	2.68	5.9	1.38
5	7.3	2.23	9.3	2.97	5.4	1.48
6	6.8	2.77	8.2	3.52	5.3	2.00
7	12.1	4.67	14.0	5.45	10.3	3.56
8	9.4	4.71	11.7	5.84	7.4	3.63
9	11.2	6.34	12.8	7.24	9.7	5.71
10	10.6	6.75	11.5	7.59	9.9	6.04
11	7.2	6.24	8.2	7.47	6.5	5.29
12	3.6	4.06	3.9	4.99	3.3	3.42
Special Education	35.7	7.82	40.7	9.76	32.5	6.52
Total	10.0	3.77	13.6	4.61	8.1	2.97

Table 23

This table shows a comparison of non-promotions versus dropouts stated as a percentage of total enrollment by grade between State Norm, Title I, and Other Schools.

65-66

	State Norm		Title I Schools		Other Schools	
	Non-Promotions	Dropouts	Non-Promotions	Dropouts	Non-Promotions	Dropouts
1	16.7	3.93	20.1	5.23	13.0	2.59
2	11.1	2.07	13.3	2.77	8.6	1.36
3	9.2	1.85	11.2	2.60	7.0	1.09
4	7.5	1.90	9.5	2.53	5.4	1.26
5	7.4	2.06	9.1	2.95	5.4	1.15
6	6.3	2.43	7.0	3.29	4.8	1.58
7	12.5	4.27	13.7	5.40	11.3	3.18
8	9.5	4.47	10.6	5.74	8.3	3.26
9	10.8	5.92	12.9	7.37	8.8	4.57
10	10.9	6.58	10.8	7.39	10.9	5.84
11	7.7	6.05	8.3	7.09	7.0	5.13
12	4.6	4.22	4.5	4.95	4.6	3.65
Special Education	37.4	9.20	29.0	11.01	45.2	7.70
Total	9.9	3.60	11.6	4.53	8.2	2.70

Table 24

The following table reflects a comparison of Non-Promotions versus Dropouts stated as a percentage of enrollment by grade for a three year period in Title I Schools. The Non-Promotion percentage is based on end-of-year enrollment, dropouts are based on total enrollment.

	63 - 64		64 - 65		65 - 66		Three Year Average	
Grade	Non-Promotions	Dropouts	Non-Promotions	Dropouts	Non-Promotions	Dropouts	Non-Promotions	Dropouts
1	21.2	5.19	20.4	5.57	20.1	5.23	20.6	5.33
2	13.5	2.38	13.4	2.94	13.3	2.77	13.4	2.70
3	12.3	2.35	12.2	2.46	11.2	2.60	11.9	2.47
4	10.2	2.34	9.2	2.68	9.5	2.53	9.6	2.52
5	9.6	2.89	9.3	2.97	9.1	2.95	9.3	2.94
6	8.3	3.39	8.2	3.52	7.0	3.29	7.8	3.40
7	13.9	4.96	14.0	5.45	13.7	5.40	13.9	5.27
8	11.7	5.96	11.7	5.84	10.6	5.74	11.3	5.85
9	11.9	7.13	12.8	7.24	12.9	7.37	12.5	7.25
10	9.8	7.47	11.5	7.59	10.8	7.39	10.7	7.48
11	7.5	6.86	8.2	7.47	8.3	7.09	8.0	7.14
12	4.2	5.17	3.9	4.99	4.5	4.95	4.2	5.04
Sp. Ed.	38.0	6.46	40.7	9.76	29.0	11.01	35.9	9.08
Total	12.1	4.31	13.6	4.61	11.6	4.53	12.4	4.48

Table 25

This table shows a comparison of dropouts by grade in the areas of academic difficulty and lack of interest with total dropouts between State Norm and Title I Schools.

63-64

	State Norm						Title I Schools					
	Academic Difficulty		Lack of Interest		Total		Academic Difficulty		Lack of Interest		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1	30		489		3,126	16.6	9		327		1,893	17.7
2	11		211		1,211	18.3	8		127		741	18.2
3	15		221		1,161	20.3	12		139		715	21.1
4	20		248		1,084	24.7	14		155		686	24.6
5	26		296		1,289	24.9	14		212		820	27.5
6	35		383		1,400	29.8	25		267		891	32.7
7	115		621		2,274	32.3	50		361		1,289	31.8
8	138		746		2,389	37.0	54		428		1,381	34.9
9	147		786		2,770	33.6	47		386		1,458	29.6
10	130		654		2,658	29.4	51		305		1,324	26.8
11	73		391		1,990	23.3	43		149		969	19.8
12	47		145		1,116	17.2	33		66		563	17.5
Special Education	1		35		109	33.0	1		14		30	50.0
Total	788	3.4	5,226	23.1	22,577	26.6	361	2.8	2,936	23.0	12,760	25.8

Table 26 .

This table shows a comparison of dropouts by grade in the areas of academic difficulty and lack of interest with total dropouts between State Norm and Title I Schools.

64-65

	State Norm						Title I Schools					
	Academic Difficulty		Lack of Interest		Total		Academic Difficulty		Lack of Interest		Total	
	Number	%	Number	%	Number	%	Number	%.	Number	%	Number	%
1	59		413		2,800	16.8	36		273		1,920	16.0
2	15		164		1,355	13.2	5		115		898	13.3
3	13		161		1,115	15.6	10		105		736	15.6
4	23		206		1,160	19.7	17		126		766	18.6
5	40		246		1,241	23.0	32		171		825	24.6
6	60		372		1,474	29.3	35		232		942	28.3
7	109		701		2,392	33.8	48		405		1,415	32.0
8	123		687		2,262	35.8	41		351		1,359	28.8
9	167		758		2,851	32.4	67		311		1,526	24.7
10	103		649		2,693	27.9	40		279		1,372	23.2
11	64		428		2,193	22.4	22		188		1,142	18.3
12	48		207		1,206	21.1	22		90		605	18.5
Special Education	2		37		124	31.4	1		19		61	32.7
Total	826	3.6	5,029	21.9	22,866	25.6	376	2.7	2,665	19.6	13,567	22.4

Table 27

This table shows a comparison of dropouts by grade in the areas of academic difficulty and lack of interest with total dropouts between State Norm and Title I Schools.

65-66

	State Norm						Title I Schools					
	Academic Difficulty		Lack of Interest		Total		Academic Difficulty		Lack of Interest		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1	34		53		2,648	3.2	12		39		1,791	2.8
2	7		41		1,238	3.8	5		14		832	2.2
3	7		35		1,094	3.8	3		30		773	4.2
4	12		43		1,087	5.0	8		26		727	4.6
5	27		63		1,145	6.9	22		38		828	7.2
6	55		76		1,304	10.0	28		57		879	9.6
7	171		162		2,303	14.4	69		91		1,431	11.8
8	137		163		2,188	13.7	60		81		1,367	10.3
9	198		236		2,682	16.1	68		99		1,612	10.3
10	107		232		2,620	15.9	65		100		1,403	11.7
11	88		154		2,097	11.5	21		85		1,149	9.2
12	88		77		1,305	12.6	31		40		674	10.5
Special Education	5		25		190	15.7	0		14		103	13.5
Total	1016	4.6	1360	6.2	21,901	10.8	392	2.9	714	5.2	13,569	8.1

Table 28

PUPIL-TEACHER RATIO

Elementary and High School Separate,
Elementary and High School Combined.
Based on Total Enrollment, ADA.

PUPIL-TEACHER RATIO

63-64

	State Norm					Title I Schools					Other Schools				
	Number of Teachers	Enroll-ment	ADA	Pupil-Teacher Ratio		Number of Teachers	Enroll-ment	ADA	Pupil-Teacher Ratio		Number of Teachers	Enroll-ment	ADA	Pupil-Teacher Ratio	
				Enroll-ment	ADA				Enroll-ment	ADA				Enroll-ment	ADA
Elementary 1-8	10,978	458,791	396,809	41.7	36.1	5,299	230,795	206,225	43.5	38.9	5,679	227,996	190,584	40.1	33.5
Secondary 9-12	8,252	144,186	129,200	17.4	15.6	3,555	63,518	58,131	17.8	16.3	4,697	80,668	71,069	17.1	15.1
Special Education	108	1,296	1,133	12.0	10.4	32	464	379	14.5	11.8	76	832	754	10.9	9.9
Total	19,338	604,273	527,142	31.2	27.2	8,886	294,777	264,735	33.1	29.7	10,452	309,496	262,407	29.6	25.1
							64-65								
Elementary 1-8	11,060	455,690	396,101	41.2	35.8	5,233	227,044	192,413	43.3	36.7	5,827	228,646	203,688	39.2	34.9
Secondary 9-12	8,651	148,967	133,327	17.2	15.4	3,691	66,514	57,905	18.0	15.6	4,960	82,453	75,422	16.6	15.2
Special Education	130	1,590	1,455	12.2	11.1	49	625	557	12.7	11.3	81	965	898	11.9	11.0
Total	19,841	606,247	530,883	30.5	26.7	8,973	294,183	250,875	32.7	27.9	10,868	312,064	280,008	28.7	25.7
							65-66								
Elementary 1-8	11,182	455,263	399,092	40.7	35.6	5,457	227,746	196,401	41.7	35.9	5,725	227,517	202,691	40.0	35.4
Secondary 9-12	8,780	150,557	135,235	17.1	15.4	4,123	70,639	62,527	17.1	15.1	4,657	79,918	72,708	17.0	15.5
Special Education	188	2,064	1,875	10.9	9.9	70	935	830	13.3	11.8	118	1,129	1,045	9.5	8.8
Total	20,150	607,884	536,202	30.1	26.6	9,650	299,320	259,758	30.8	26.7	10,500	308,564	276,444	29.3	26.3

Table 29

This table reflects a comparison of certain staff areas between State Norm, Title I, and Other Schools for a three year period. Special Education teachers are included in teachers, elementary and teachers, secondary but have been pulled and stated separately for purposes of comparison.

INSTRUCTIONAL PERSONNEL

	63 - 64			64 - 65			65 - 66		
	State Norm	Title I	Other	State Norm	Title I	Other	State Norm	Title I	Other
Teachers Elementary	11.059	5,299	5,760	11,160	5,233	5,927	11,329	5,515	5,814
Teachers Secondary	8,279	3,555	4,724	8,681	3,691	4,990	8,821	4,135	4,686
Sub-Total Teachers	19,338	8,854	10,484	19,841	8,924	10,917	20,150	9,650	10,500
Librarians	337	165	172	362	178	184	374	208	166
Counselors	180	67	113	208	88	120	236	118	118
Grand Total	19,855	9,086	10,769	20,411	9,190	11,221	20,760	9,976	10,784
Special Education Teachers	108	32	76	130	49	81	188	70	118

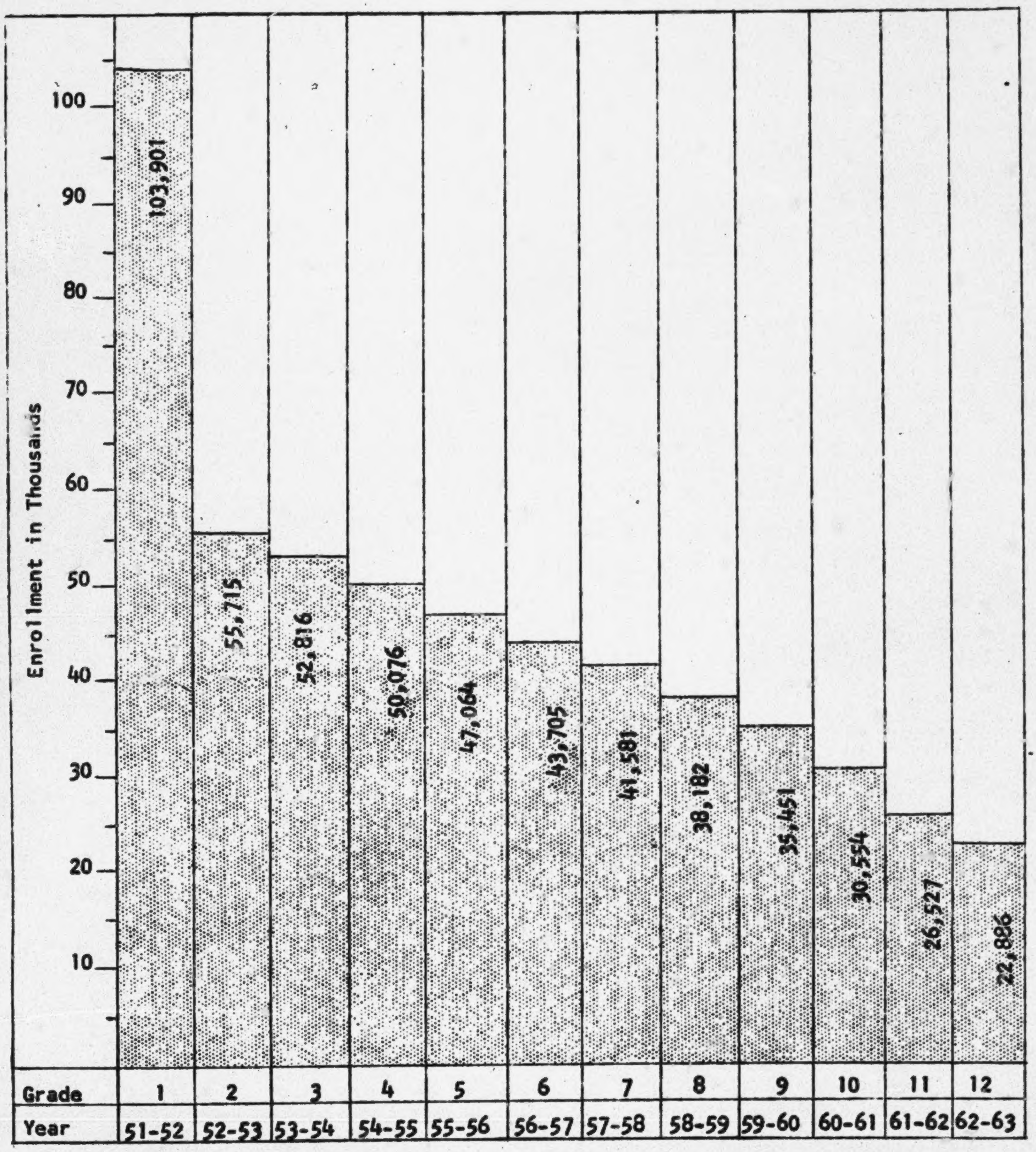
Table 30

Food Service Personnel

This Chart Reflects the Number of Food Service Personnel Compared to Enrollment and ADA Between the State Norm, Title I, and Other Schools is for a Three Year Period. A Full-time Worker Ratio has been Established for each of the Three Categories for each Year of the Three Year Period. Averages for the Three Year Period are Provided for Purposes of Comparison.

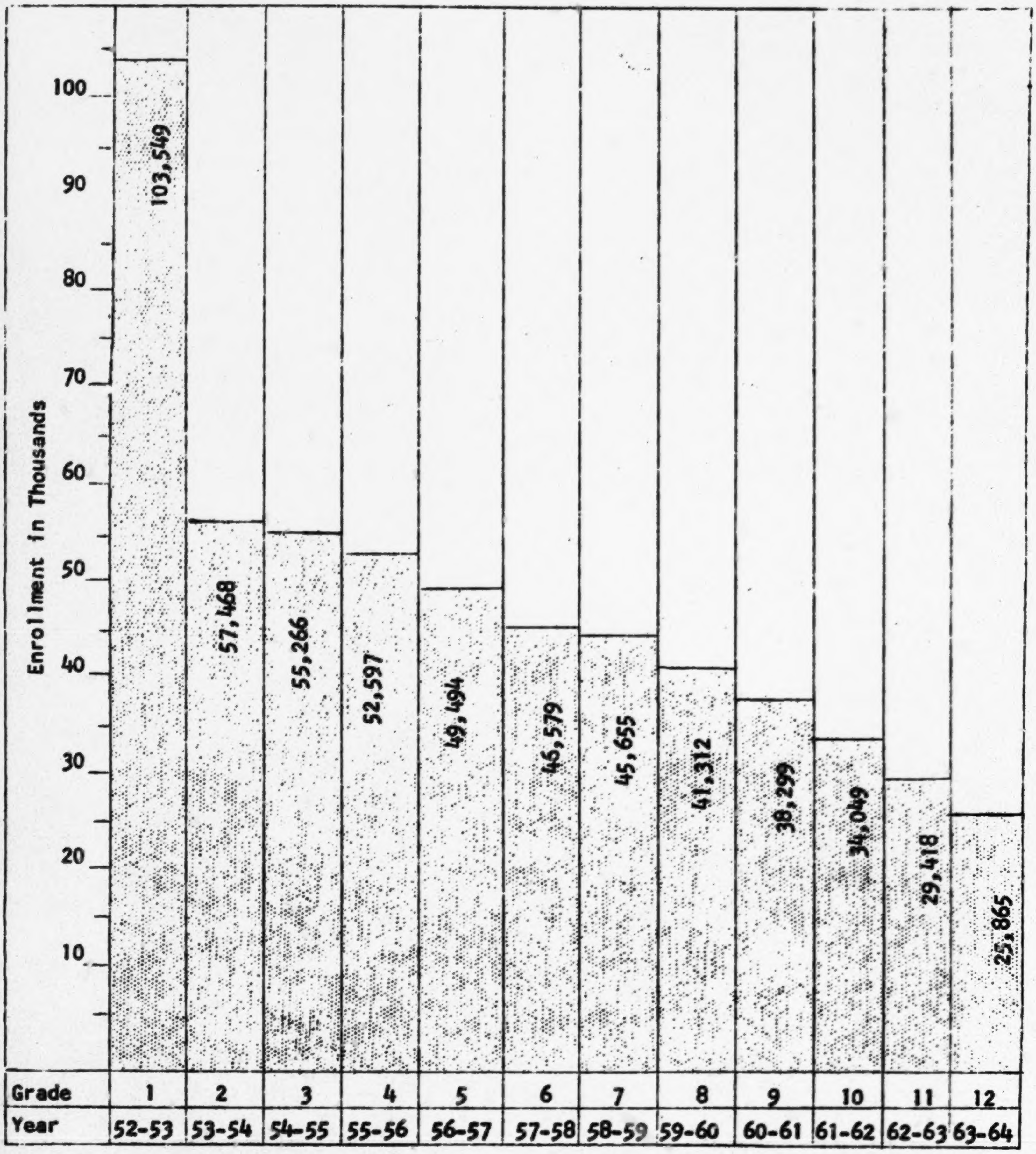
	63 - 64			64 - 65			65 - 66			Three Year Average		
	State Norm	Title I	Other	State Norm	Title I	Other	State Norm	Title I	Other	State Norm	Title I	Other
Full-time Workers	3220	1174	2046	3211	1152	2059	3431	1251	2180	3287	1192	2095
Part-time Workers	295	126	169	322	106	216	357	176	181	324	136	189
Total Enrollment	604273	294313	309960	606247	293558	312689	607884	299320	308564	606134	295730	310404
ADA	527142	264313	262766	530883	250318	280565	536202	259758	276444	531409	258130	273265
Ratio of Full-time Worker to Total Enrollment	1:187	1:250	1:151	1:188	1:254	1:151	1:177	1:239	1:141	1:184	1:248	1:148
Ratio of Full-time Worker to ADA	1:163	1:225	1:128	1:165	1:217	1:136	1:156	1:207	1:126	1:161	1:216	1:130

CHART 1



This chart shows the movement of the first grade class beginning in 1951-52 and continuing for 12 years until the year the entire class would have graduated under normal circumstances. Only 22.0% of those who began with the class in 1951 as first graders enrolled for the '62-'63 session as seniors. Of the 22,886 enrolling for the '62-'63 session only 20,898 graduated, a percentage of 91.3%.

CHART 2



This chart shows the movement of the first grade class beginning in 1952-53 and continuing for 12 years, until the year the entire class would have graduated under normal circumstances. Only 26.2% of those who began with the class in 1952 as first graders enrolled for the '63-'64 session as seniors. Of the 25,865 enrolling for the '63-'64 session only 24,043 graduated, a percentage of 92.9%.

SECTION IV

GUIDANCE SERVICES

One of the major purposes of this study is to provide an Analysis of the Impact of Title I, ESEA, P. L. 89-10, on Guidance Services in the Public Schools of the State of Mississippi. Prior to this point, hopefully, has been established the need for this kind of service in the public schools of this State. One approach taken in attempting to assess the extent of guidance services in the Title I Schools of the State was to look closely at the number of counselors, their assignment, preparation, and certification status. This is not to say that districts who have no counselors have no guidance services. It would probably not be unjust, however, to say that such services are minimal where no counselors are in the employ of the district.

Attempts have been made to gather data and make comparisons of the guidance services offered as relates to counselors and a testing program. This has been done for school years 1964-65 and 1965-66. A further comparison will reflect the impact of Title I on these services in the Title I Schools. The following tables compare guidance services for a two year period in Title I Schools only:

Table 31 - A comparison of guidance services provided in Title I Schools for the 1964-65 and 1965-66 school year.

Table 32 - This table reflects a comparison of testing activities by grade level for a two year period as conducted in Title I Schools.

Table 33 - This table depicts guidance activities provided through Title I, ESEA during the 1965-66 school year.

Table 34 - This table compares guidance activities for the 1964-65 and 1965-66 school years with that provided through Title I during the 1965-66 school year.

Table 35 - This table reflects a comparison of testing activities for the 1964-65 and 1965-66 school years with that provided through Title I during the 1965-66 school year.

Table 36 - This table reflects the Pupil-Counselor ratio for a three year period.

TABLE 31

This table reflects a comparison of guidance services provided in Title I Schools for the 1964-65 and 1965-66 school years. Data for this table is based on a 100% sample of 128 districts participating in Title I, ESEA activities during the 1965-66 school year.

			1964-65	1965-66
1.	Number of counselors			
	a.	Half-time or less	40	54
	b.	More than half-time	8	11
	c.	Full time	48	84
2.	Office space provided for counselor			
	a.	Yes	86	135
	b.	No	10	14
3.	Counselor Assignment			
	a.	Elementary	1	11
	b.	Secondary	63	77
	c.	Elementary and Secondary	32	61
4.	Counselor preparation			
	a.	Highest degree held		
		Master	67	93
		BA	4	5
		BS	25	51
	b.	Certification Status (counselor)		
		AA Certificate	62	85
		AA Permit	2	12
		A Permit	18	24
		Other*	14	28

*Many staff members engaged in guidance activities had already taken some guidance work on the graduate level or were in the process of gaining hours leading to certification.

TABLE 32

The following table reflects a comparison with respect to testing activities between 1964-65 and 1965-66 in the Title I Schools. Data on this table represents a 100% sample of the 128 Districts participating in Title I, ESEA activities during the 1965-66 school year. The number of districts conducting at least a minimal amount of testing will be reflected according to grade for the two year period.

	Number of districts conducting minimal testing activities by grade level	
Grade Level Tested	1964-65	1965-66
1	46	98
2	46	100
3	48	102
4	48	104
5	49	103
6	49	103
7	42	92
8	67	99
9	49	92
10	50	95
11	68	100
12	42	79
Funds expended for tests, scoring	$55,834.00	$162,140.00

Funds expended for testing purposes during the 1964-65 school year represents local effort entirely, while the figure representing the 1965-66 expenditures is a combination of local effort plus Title I, ESEA monies.

TABLE 33

The following table represents guidance activities provided for pupils through Title I, ESEA during the 1965-66 school year. Data for these tables represents 100% of the 128 districts participating in Title I, ESEA activities during the 1965-66 school year.

1.	Number of counselors		
	a.	Half-time or less	12
	b.	More than half-time	2
	c.	Full time	28
2.	Office space provided		
	a.	Yes	9
		Remodeling	7
		Permanent construction	
		Portable unit	1
		Rent or lease	1
	b.	No	
3.	Counselor assignment		
	a.	Elementary	10
	b.	Secondary	13
	c.	Elementary and Secondary	19
4.	Counselor preparation		
	a.	Highest degree held	
		Master	15
		BA	27
		BS	
	b.	Certification (counselor)	
		AA Certificate	13
		AA Permit	1
		A Permit	14
		Other *	14
5.	Total Title I, ESEA funds expended for guidance services (testing, counselor salaries, materials, equipment)		$362,637
6.	Number of School Districts providing and in-service training program for the express purpose of staff orientation to testing.		45

Grade Levels Tested	Number of Districts Testing at Various Grade Levels
1	87
2	94
3	96
4	99
5	99
6	98
7	86
8	85
9	79
10	79
11	76
12	70
Funds Expended for tests, Scoring	$136,611.00

Many staff members engaged in guidance activities had already taken some guidance work on the graduate level or were in the process of gaining hours leading to certification.

TABLE 34

This table reflects a comparison of guidance activities in Title T Schools for 1964-65 and 1965-66 with that provided through Title I, ESEA during the 1965-66 school year.

			1964-65	1965-66	Title I 1965-66
1.	Number of counselors				
	a.	Half-time or less	40	54	12
	b.	More than half-time	8	11	2
	c.	Full time	48	84	28
2.	Office space provided				
	a.	Yes	86	135	9
		Remodeling			7
		Permanent construction			0
		Portable unit			1
		Rent or lease			1
	b.	No	10	14	-
3.	Counselor assignment				
	a.	Elementary	1	11	10
	b.	Secondary	63	77	13
	c.	Elementary and Secondary	32	61	19
4.	Counselor Preparation				
	a.	Highest Degree Held			
		Master	67	93	15
		BA	4	5	27
		BS	25	51	
	b.	Certification (counselor)			
		AA Certificate	62	85	13
		AA Permit	2	12	1
		A Permit	18	24	14
		Other *	14	28	14
5.	Total Title I, ESEA funds expended for guidance services (testing, counselor salaries, materials, equipment)				$362,637.00
6.	Number of School Districts providing an in-service training program for the express purpose of staff orientation to the testing program.				45

* Many staff members engaged in guidance activities had already taken some guidance work on the graduate level or were in the process of gaining hours leading to certification.

TABLE 35

This table shows a comparison of testing activities for the 1964-65 and 1965-66 school years with that provided through Title I, ESEA during the 1965-66 school year.

	Number of Districts conducting minimal testing activities by grade level		
Grade Levels Tested	1964-65	1965-66	Title I 1965-66
1	46	98	87
2	46	100	94
3	48	102	96
4	48	104	99
5	49	103	99
6	49	103	98
7	42	92	86
8	67	99	85
9	49	92	79
10	50	95	79
11	68	100	76
12	42	79	70
Funds expended for Tests, Scoring.	$55,834.00	$162,140.00	$136,611.00

Funds expended for testing purposes during the 1964-65 school year represents local effort entirely, while the figure representing the 1965-66 expenditure is a combination of local effort plus Title I, ESEA monies. The expenditure shown under Title I, 1965-66 represents Title I, ESEA funds utilized in conducting testing programs in the local school districts.

Table 36

This table reflects counselor-pupil ratio, librarian-pupil ratio based on enrollment and ADA for a three year period for State Norm, Title I, and other schools.

63-64

	State Norm					Title I Schools					Other Schools				
				Pupil Ratio					Pupil Ratio					Pupil Ratio	
	Staff	Enrollment	ADA	Enrollment	ADA	Staff	Enrollment	ADA	Enrollment	ADA	Staff	Enrollment	ADA	Enrollment	ADA
Guidance Personnel 1-12	180	604,273	527,142	3,357	2,928	67	294,313	264,356	4,392	3,945	113	309,960	262,786	2,743	2,325
Guidance Personnel 9-12	180	144,186	129,200	801	717	67	63,518	58,[illegible]	948	867	113	80,668	71,069	713	628
Librarians	337	604,273	527,142	1,793	1,564	165	294,313	264,356	1,783	1,602	172	309,960	262,786	1,798	1,527
64-65															
Guidance Personnel 1-12	208	606,247	530,883	2,914	2,552	88	293,558	250,318	3,335	2,844	120	312,689	280,565	2,604	2,338
Guidance Personnel 9-12	208	148,967	133,327	716	641	88	66,514	57,905	755	658	120	82,453	75,422	687	628
Librarians	362	606,247	530,883	1,674	1,466	178	293,558	250,318	1,649	1,406	184	312,689	280,565	1,699	1,524
65-66															
Guidance Personnel 1-12	236	607,884	536,202	2,575	2,272	118	299,320	259,758	2,536	2,201	118	308,564	276,444	2,614	2,342
Guidance Personnel 9-12	236	150,557	135,235	638	573	118	70,639	62,527	598	529	118	79,918	72,708	677	616
Librarians	374	607,884	536,202	1,625	1,433	208	299,320	259,758	1,439	1,248	166	308,564	276,444	1,858	1,665

Data gathered on the schools included in this study reveals the following:

That dropout rates are higher than for other schools of the State

That rates of non-promotion are higher

That pupils are absent more frequently

That provisions for guidance services are less than for other schools

That Title I aided in increasing the expenditure for testing from $ 55,834.00 to $162,140.00. Title I contribution to testing amounted to $136,611.00.

That approximately 42 counselors were employed as a result of Title I

That a substantial amount of Title I monies were spent to provide salaries for counselors, to provide space and equipment, and to provide guidance materials

That 45 districts conducted in-service training for staff members to provide orientation to the testing program

That the number of districts conducting a testing program doubled between 1964-65 and 1965-66

That the number of guidance personnel presently employed is entirely inadequate

That counselors are not available, thus causing districts to utilize inadequately trained staff

That testing activities are minimal in Title I schools

That many districts do not provide trained guidance personnel to work with children. 70 districts of the 128 included in this study did not have a counselor employed during the 1964-65 school year. The number of the 128 reporting districts not having at least one counselor had decreased to 52 during the 1965-66 school year.

It would be extremely difficult to assess the full impact of Title I, ESEA with respect to guidance services. However, the data submitted in tables 20-24 provide conclusive evidence that there has been a substantial increase in the extent of testing done in Title I Schools.

The provision of some 42 counselors through this program offers additional opportunities and benefits to individual pupils. The increase in counselors constituted an increase of 31.3% over that provided by local districts during the 1964-65 school year. There is much yet to be done, especially when one considers the 52 school districts who provided no counseling services to pupils during the 1965-66 school year. The enrollment in Title I Schools during 1965-66 was 299,320. It is virtually inconceivable to think that approximately 150 counselors, many on a part-time basis, can serve such an enormous number of children. The 1965-66 dropout rate of 4.53% is almost 2% higher than the rate for other schools. The rate of non-promotions is some 3.4% higher than the rate for other schools.

There is strong indication that serious consideration needs to be given toward providing opportunities to pupils in these schools which would increase the holding power of the schools.

This study does not attempt to resolve the problems at hand, rather to bring into sharper focus the situation that exists by presenting pertinent data. The evidence clearly indicates that the needs of the schools included in this study are great. Some districts have utilized Title I, ESEA funds to assist in meeting guidance needs. Other districts may eventually determine needs in this area and move toward relief of these needs through Title I.

SECTION V

SUMMARY STUDY OF TITLE I PROGRAM ACTIVITIES IN SELECTED DISTRICTS

Total evaluation of all aspects of Title I, ESEA posed a rather difficult problem during the first year. Needs for rather specific kinds of data began to emerge late during the year after programs had been operative for a considerable period of time.

The limiting factors involved were those imposed on Districts by outside sources. This attests to the fact that initial planning did not include provisions for assimilation of data with respect to kind and extent. Requests for data generally included items which had not been programmed into projects, bringing about considerable expense of staff time and effort in an attempt to comply with requests for data. Some uniform procedure for reporting data relative to all phases of project operation appears to be in order. Hopefully, a more positive approach to data reporting will be established during the 1966-67 fiscal year.

The one report which caused the most concern was the _1965-66 Statistical Report of Title I Program Activities_. The proper completion of this report required numerous breakdowns of statistical data and was quite involved. The Districts completing this report were randomly selected by the U. S. Office of Education. Some 56 districts participating in Title I, ESEA activities during fiscal year 1966 completed the 1965-66 Statistical Report of Title I Program Activities.

No attempt has been made to make an analysis of the data gathered by way of this statistical report. Tabulations have been made and these data are reported in basically the same format as was utilized in requesting the data. The succeeding pages represent a statistical preview of Title I activities in 56 of the 123 Districts participating during fiscal year 1966.

1965-66 STATISTICAL REPORT OF TITLE I PROGRAM ACTIVITIES
ESEA P.L. 89-10

TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY ENROLLMENT AND GRADE SPAN *(Unduplicated count)*

	ENROLLMENT	PRE-K 1	KINDERGARTEN 2	GRADES 1-3 3	GRADES 4-6 4	GRADES 7-9 5	GRADES 10-12 6
A	PUBLIC		1,038	49,455	44,273	38,811	25,150
B	NON-PUBLIC		53	711	512	150	20
C	NOT ENROLLED			98	456	348	939

12. TOTAL RESIDENT CHILDREN BY ENROLLMENT

	ENROLLMENT	NUMBER 1
A	PUBLIC	241,159
B	NON-PUBLIC	8,424
C	NOT ENROLLED	19,764

TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY SCHOOL TERM

	SCHOOL TERM	PRE-K 1	KINDERGARTEN 2	GRADES 1-3 3	GRADES 4-6 4	GRADES 7-9 5	GRADES 10-12 6
A	REGULAR TERM		308	49,630	44,422	38,790	25,865
B	SUMMER TERM		698	7,911	6,608	1,922	959

NUMBER OF CHILDREN IN TITLE I PROGRAM BY GRADE LEVEL, NON-PUBLIC SCHOOL ENROLLMENT, & EST. COST FOR EACH SERVICE AREA

	SERVICE AREA	TOTAL CHILDREN (PUBLIC, NON-PUBLIC, AND NOT ENROLLED)				NON-PUBLIC ONLY 5	TOTAL COST *(Pro-rated to each service area)* 6
		PRE-K 1	KINDERGARTEN 2	GRADES 1-6 3	GRADES 7-12 4		
A	FOOD SERVICE		663	18,485	8,411	143	114,939
B	CLOTHING SERVICES		5	429	1,997		34,348
C	BOOK SUPPLIES AND MATERIALS		663	51,825	27,699	293	918,932
D	HEALTH *(Including Psychiatric)*		350	16,686	11,394		178,603
E	SCHOOL SOCIAL WORK		690	3,711	1,742		15,301
F	ATTENDANCE SERVICES			9,848	2,129	92	15,383
G	GUIDANCE COUNSELING PSYCHOLOGY		315	30,112	21,766	233	138,486
H	LIBRARY SERVICES		663	60,872	30,264	325	920,113
I	TUTORING AND AFTER SCHOOL STUDY			2,605	1,522		40,949
J	TRANSPORTATION SERVICE		78	10,066	528	118	24,450
K	OTHER SERVICE AREAS		663	29,216	20,829	357	831,238

5 NUMBER OF CHILDREN IN TITLE I PROGRAM BY GRADE LEVEL, NON-PUBLIC SCHOOL ENROLLMENT, AND ESTIMATED COST FOR EACH INSTRUCTIONAL AREA

	INSTRUCTIONAL AREA	TOTAL CHILDREN (PUBLIC, NON-PUBLIC AND NOT ENROLLED) PRE-K 1	KINDERGARTEN 2	GRADES 1-6 3	GRADES 7-12 4	NON-PUBLIC ONLY 5	TOTAL COST (Prorated to each instructional area) 6
A	BUSINESS EDUCATION OFFICE SKILLS				4,452		251,173
B	READING, ENGLISH LANGUAGE ARTS		1,805	70,094	37,228	509	2,666,265
C	ENGLISH AS A 2ND LANGUAGE			183	259		13,283
D	FOREIGN LANGUAGE				2,576		67,318
E	HOME ECONOMICS				3,725		20,276
F	INDUSTRIAL ARTS, VOCATIONAL				3,466		183,678
G	MATHEMATICS		47	16,683	13,323		137,403
H	ART, MUSIC, CULTURAL ENRICHMENT		362	22,711	14,791	233	158,895
I	PHYSICAL EDUCATION AND/OR RECREATION		47	33,691	21,995	247	495,486
J	SCIENCE		47	19,937	17,151		208,717
K	SOCIAL STUDIES/SOCIAL SCIENCES		47	23,749	16,406		209,874
L	SPEECH THERAPY		348	2,237	135	787	21,617
M	SPECIAL EDUCATION FOR HANDICAPPED			16	58		6,197
N	WORK STUDY			4,436			6,172
O	OTHER SPECIFIC INSTRUCTIONAL AREAS		315	5,194	4,057	47	80,446
P	GENERAL EDUCATION		395	48,352	32,233	186	2,593,428

16 TOTAL NUMBER OF CHILDREN BY RACIAL AND OTHER CHARACTERISTICS

A. WHITE	B. NEGRO	C. AMERICAN INDIAN	D. OTHER NON-WHITE	E. DROPOUTS	F. DELINQUENT	G. FROM MIGRANT FAMILIES	H. NON-ENGLISH SPEAKING	I. HANDI-CAPPED
43,908	121,946		1	1,033	75	400		166

17 TOTAL NUMBER OF STAFF MEMBERS WHO RECEIVED IN-SERVICE TRAINING UNDER TITLE I BY TYPE OF ASSIGNMENT AND COST OF TRAINING

A. TEACHERS	B. OTHER PROFESSIONAL	C. TEACHER AIDE	D. OTHER NON-PROF.	E. VOLUNTEERS	F. TOTAL COST
3,535	126	56	9	7	258,339

TOTAL NUMBER OF VOLUNTEERS ENGAGED IN TITLE I PROGRAM

A TEACHERS 1. PRE-K	2. KINDERGARTEN	3. ELEMENTARY	4. SECONDARY	5. TEACHER AIDE	B. OTHER
		44	34	15	16

19 TOTAL NUMBER OF PARENTS RECEIVING INSTRUCTIONS OR SERVICE

NUMBER *(Unduplicated count)*

1,761

20 LEA MAXIMUM BASIC GRANT

Total	Average
$ 11,805,730	$210,817

21 AVERAGE EXPENDITURE PER PUPIL 1964-65

Total	Average
$ 14,258	$255

22 TITLE I FUNDS APPROVED

A. FOR REPORTING LEA	B. FROM COOP LEA'S	C. TO OTHER LEA'S	D. AMOUNT APPROVED FOR PROGRAM
$ 11,125,967	$ 9,403	$	$ 11,135,380

3 FUNDS EXPENDED FOR PROJECT OPERATION

A. SALARIES	B. CONTRACTED SERVICES	C. EQUIPMENT	D. TEXT BOOKS	E. RENTAL OF SCHOOL FACILITIES	F. OTHER OPERATING COSTS
$ 1,463,902	$ 133,807	$ 4,682,243	$ 293,346	$ 4,174	$ 3,584,248

4 FUNDS EXPENDED FOR CONSTRUCTION

$ 486,270

TOTAL NUMBER OF STAFF POSITIONS ACTUALLY FILLED, TOTAL SALARIES, AND NUMBER OF UNFILLED POSITIONS BY TYPE OF ASSIGNMENT

		TYPE OF ASSIGNMENT	NUMBER OF POSITIONS FILLED		UNFILLED POSITIONS 3	TOTAL SALARIES PAID 4
			FROM REGULAR STAFF 1	FOR TITLE I ONLY 2		
A		TEACHERS				
	1	PRE-K				2,689
	2	KINDERGARTEN	28	9		55,945
	3	ELEMENTARY	780	124	61	455,818
	4	SECONDARY	236	60	13	172,730
	5	HANDICAPPED	2	2		1,102
B		OTHER PROFESSIONAL				
	1	LIBRARIAN	39	23	2	47,065
	2	COUNSELING, TESTING, OR PSYCHOLOGIST	46	18	7	67,125
	3	SOCIAL WORKER ATTENDANCE		8	3	15,097
	4	SPEECH THERAPIST	2	7		11,344
	5	NURSE		14	2	26,120
	6	PHYSICIAN				
	7	DENTIST				
	8	SUPERVISION-ADMINISTRATION	198	80	4	319,184
	9	OTHER	27	37		59,572
C		NON-PROFESSIONAL				
	1	TEACHER AIDE	2	200	2	97,665
D	1	OTHER NON-PROFESSIONAL	236	122	1	131,467